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ABSTRACT

This book is a guide to help teachers develop performance-based curriculum projects that include authentic assessments. Section 1, Project-Based (or Performance-Based) Learning and Performance Assessment, describes and gives a rationale for this type of learning and assessment and project-based classrooms. It also notes the role of teachers and discusses performance assessment and student outcomes. Section 2, Essential Learnings and Performance-Based Project Ideas, highlights essential learnings in each of the curriculum areas, covering grades K-8. It also presents performance-based project ideas related to curriculum areas, learning styles, and multiple intelligences. Section 3, the Inquiry Approach to Developing Higher-Level Thinking Skills, discusses how and why to use the inquiry approach when designing science and social studies projects with authentic performance assessment tasks, noting Bloom's Taxonomy of Cognitive Objectives. Section 4, the Components of Performance Assessment Tasks, lists the components considered when developing performance assessment tasks. Section 5, Directions for Designing Project-Based Performance Tasks, includes detailed instructions showing how teachers can plan, write, and assess project-based performance tasks. Section 6, Teacher's Guide and Worksheets for Planning, Writing and Assessing Project-Based Performance Tasks, includes teacher's guide pages for use with the worksheets while planning, writing, and assessing project-based performance tasks. (SM)

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